**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 11 May 2023 at 09:49 AM by Arthur Soumalias (Principal) |  |  | | --- | | * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 15 June 2023 at 09:16 AM by John Spasevski (School Council President) | |

School Name: Rosehill Secondary College (7275)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
* all subjects for Victorian Certificate of Education (VCE) examinations

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

**Engagement**

Student attendance and engagement at school, including:

* how many Year 7 students remain at the school through to Year 10
* how many exiting students go on to further studies or full-time work
* Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

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| **School context** |
| Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South Western Region. The College had 102.3 EFT staff, 4 Principal Class, 79.3 teachers, 1.3 Paraprofessionals and 17.7 Support Staff. The school is a single campus with Years 7 to 12 divided into a Junior School (7-8), Middle (9-10) and Senior School (11-12). In 2022 the school had 1121 students. 22 students had English as an additional language and 8 students were Aboriginal or Torres Strait Islander. The values of Respect, Initiative and Learning (RIL) underpin the core work of the College. Rosehill provides excellent facilities for our VCE students with a designated Year 11 study centre, and a purpose built Year 12 study centre. An EAL and international student collaboration space complements our International Student Program. As a multicultural community, the school understands the benefits of globalization and exposing local students to other perspectives and experiences. The College enjoys refurbished science and art rooms and a well-resourced library, which is open from 8.15am each morning. Our new STEM centre and oval have proved very popular with students and staff alike. The large product design classrooms, a robotics/systems room, virtual reality (VR) room, maker space and new state of the art industrial style stainless steel kitchen enable our students to maximise their learning potential in these new facilities. The oval upgrade provides the College with an exceptional playing surface and this has helped facilitate the recently introduced Excellence in Sports Program. This area coupled with the basketball and tennis courts, cricket nets and the gymnasium provide ample space for students. Significant passive recreational areas are also available throughout the school grounds and we eagerly await the handover of the indoor/outdoor reading space as part of the successful Inclusive School Fund application. Rosehill Secondary College is a school with a strong academic focus and a history of consistent high academic results. At Years 7 and 8, in addition to core and elective subjects, there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is structured as an introductory year to VCE and Year 9 students undertake a number of self reflection activities, such as running the school carnival and City Experience, as they try to understand their place in the world. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the Victorian Certificate of Applied Learning (VCAL) intermediate and senior certificate at Year 11 and 12. The College has commenced the work of transitioning to the new VCE, which includes the Vocational Major(VM). A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. The Victorian High Ability Program (VHAP) was also part of the College's enrichment offerings in 2022.There is a dedicated sporting program, a comprehensive languages program offering Japanese and Italian, supported with international cultural tours and a sister school relationship with a prestigious Shinto Secondary College in Japan. The Performing Arts faculties excel in producing a musical or dance performance every year for the local community, with the Visual Arts department celebrating students’ work with a bi-annual art show. Numerous works every year are accepted into galleries for display such as the Incinerator Gallery in Aberfeldie. In 2022 one student was awarded the Top Design Award only 1 of 15 in the state and her work was displayed at the National Museum. In 2022 the socio-economic profile was low-medium, which suggests a relatively low level of social disadvantage. Both the parent satisfaction survey and the school staff survey displayed very positive results. The parent endorsement element was at 79% almost 11% higher than the state average and the staff endorsement survey was just over 56%, 4% higher than the state average. The College completed its new strategic plan at the end of 2022 and enters 2023 with a new focus. The College was able to further enhance the literacy program focus in 2022 and introduced a trial scaffolded numeracy program for the second half of 2022.  The Rosehill instructional model is based on “Classroom Instruction that Works” and the related GANAG instructional process. This will continue to be a significant focus in the new strategic plan. Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Welfare and Discipline structure that is consistent, successful and underpinned by our School-Wide Positive Behaviours Program and as a Respectful Relationships School. With a continuous focus on improvement, the College implements a range of programs to support student learning outcomes in addition to a continuous physical maintenance program. The significant capital works investment finally commenced despite unforeseen delays.It is anticipated that the these works will be completed by March 2024. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The TLI and MYLNS programs continued during 2022 despite the challenges encountered with significant absences of students and staff. NAPLAN data indicates that the College continues to produce high quality teaching and learning during these challenging times. The reading and whole school literacy program evolved with new iterations. The results produced were very pleasing as evidenced by our PAT and NAPLAN data.  Results indicate that 59%% of Year 7 students are in the top 3 bands for reading, 15% above the state average. At Year 9 students in the top 3 bands sits at over 57%, 10% above the state average. Similar successes can be seen with numeracy, at Year 7 just under 55% were in the top 3 bands, above the state average and at Year 9 just under 56% were in the top 3 bands, 11% above the state average. Just as pleasing were our writing results as seen on the Panorama reports. At year 7 28% of our students were in the top 2 bands, 3 % higher than the state average. In Year 9 20% of our students were in the top 2 bands, 5% higher than the state average and continues the College's trend of significant improvement in writing year upon year. Just as pleasingly 99% of students completed their VCE at Rosehill in 2022. The completion of VCAL was also strong at 86%. The VCE median was 28 and our exit destination data was 99% suggesting that virtually every child completing Year 12 at Rosehill was successful in securing a positive pathway. Rosehill had 18 PSD (Program for Students with Disabilities) funded students in 2022. Returning from remote learning presented some challenges for PSD students and their families. All were supported by the Integration Coordinator, teacher aides and the wellbeing teams, as required, but a small number simply did not re-engage with the college despite our best efforts. Most students progressed well in achieving their individual goals and, with support, completed the year successfully. |
| Wellbeing |
| Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Welfare and Discipline structure that is consistent, successful and underpinned by its School-Wide Positive Behaviours Program and as a Respectful Relationships School. Rosehill has a strong and visible teacher presence in the yard and a comprehensive welfare program supported by an SWM, School Psychologist, a Mental Health Practitioner and two counsellors.  The School Wide Positive Behaviours Program has continued to provide real benefits and support our consistent approach to managing wellbeing and behaviours. The ongoing roll-out of the Respectful Relationships program through the Year 9 and 10 ID and Health & PE subjects continued and contributes to a stable school environment. Extensive links are maintained with external providers such as Schools Focused Youth, Valley Youth, Headspace, Success Integrated and Elevate Education who run supportive programs with individuals and groups of students. The 2022 Student Attitudes to School Survey (ATOSS) element of Sense of Contentedness was at 44.2% lower than the state average but higher than similar schools.  The management of bullying was at 46.8% endorsement, higher than the similar schools average and slightly lower than the state. The Wellbeing Supplementary Report which aligns with FISO 2.0 provides a summary of 10 key wellbeing measures for Secondary Schools. The progress scale is broken into quartiles and ranges from Emerging, Evolving, Embedding and Excelling. Pleasingly, Rosehill has been assessed as Excelling or Embedding in 7 of the 10 assessment scales. Student voice and agency has dropped to evolving and is a high priority focus for the College in 2023. Attitude to attendance, Emotional awareness, Respect for diversity, Students NOT experiencing Bullying and High Resilience were the highest measures.  2022 was the first year of a 3 sub school system moving from two to three sub schools and re- aligning the responsibility of the Assistant Principals, so that each oversees a sub school. The planned allocation of ES staff in each sub school was not achieved in 2022 due to the impact of significant staffing shortages. |
| Engagement |
| The Years 7 - 10 student retention data is extremely positive as indicated by the Performance Summary. The College's 2022 retention rate of 80.6% was significantly higher than the State average of 73.1% and higher than the Similar Schools average of 79.2%. The four-year average retention rate of 79% is higher than the Similar Schools average and much higher than the State average of 73%. This suggests that the student population is very stable and that the vast majority of students stay at Rosehill for the duration of their schooling. The Year 10 -12 exit destination data is also exceptionally pleasing with, 98.9% of exiting students moving into further studies or full-time employment, well above the State and Similar Schools average, the four year average at 97.5% is also significantly higher than the state and similar school values both at around 89%. Despite the reduction in international student numbers due to natural attrition the College was committed to maintaining the international student workforce, in place at the school, to continue to provide genuine, authentic support and assistance for students, especially those who have not been able to travel home and see their families. Special holiday activities and home-stay visits were introduce (when feasible) to help maintain the engagement and wellbeing of these children. Student attendance is rigorously monitored at Rosehill Secondary College primarily through electronic roll-marking on Compass. The impact of Covid during the first half of 2022 was significant with students away for days and weeks at a time due to isolation requirements in place at that time. Despite these challenges the average attendance rate was at 87%. In 2022 the average number of absence days was 25.8, lower than the Similar Schools and the State average. The 4-year average reflected a similar trend. The PANORAMA dashboard has a focus on 'staying in education' with a measure on the percentage of students that are at very high risk of disengaging from school. Throughout 2022 the School Improvement Team (SIT) and the College wellbeing team worked together to develop a targeted approach for the students identified as high and very high risk. Although less than 1.5% of the school population was classified as such, staff members were allocated the responsibility to make regular contact and follow up with these children and families in an effort to break the link of poor attendance. Consequently, the list of students in these high risk categories decreased slightly as the year progressed. Year level coordinators and the College Attendance Officer monitor student attendance and investigate any anomalies or concerns. Parents are required to approve absences either through Compass or via a dedicated attendance phone line. Students with particular attendance issues are placed on an ‘alert’ where unusual absences are immediately followed-up. Students with problematic attendance are supported by interventions from the Student Management Team; in the first instance their Coordinators and the Student Wellbeing Team who also develop proactive programs to help engage these children. Where necessary, students are referred to other programs such as Navigator, or external services to address their issues or are supported with engagement programs such as tritactics. Flexible attendance options are provided for students with significant health or welfare problems. |
| **Other highlights from the school year** |
| Pleasingly, despite the challenges posed by Covid and staffing difficulties Rosehill Secondary College was able to run Year 7 camp, Year 8 camp, Year 12 camp, Year 11 Ski camp and an interstate Year 10 camp. The commitment to run these activities was seen as important in order to re-establish strong links with the school and help students overcome the effects of remote learning, social isolation and the impact of constantly being on their technology.An art show was also delivered late in the year and was exceptionally well received, with multiple students having their work displayed at the Fireworks Gallery in Aberfeldie with one student achieving a top design award, one of only 15 in the state, for her work in Visual Communication and Design.A full school sports program was also delivered with teams competing all year round.The capital works program commenced during the year with the demolition of C wing and the establishment of a new staff car park. The Inclusive School Grant project also gained traction and it was pleasing to see the new indoor outdoor reading space take shape. Finally, the College was also successful in securing funds for an upgrade to the GYM toilets, foyer and change rooms. |
| **Financial performance** |
| As 2022 was the first full year of onsite learning since the COVID-19 pandemic, the College had significant increases in both the revenue and expenditure.  With the re-introduction of the Professional Practice Days, the continued funding of the Teacher Learning Initiative and MYLNS, and the funding of the VGSA 2022, the Student Resource Package remained consistent despite the College’s repayment to DoE for the balance of its previous years’ staffing liability.  Unfortunately, the aftermath of the pandemic saw an even further reduction to College’s International Students Program, with a 28.9% decrease in revenue received.  The College’s changing demographic has seen a steady decline in its Equity Funding decreasing further in 2022.  The College was able to remain financially consistent over the past two years, and with rise in interest rates, there is a notable increase in Interest Received.  The College was able to hold all its school events in 2022 which saw a major increase in Camps/Excursions/Activities and Hired Facilities.  Parent Contributions remained consistent from the previous year, with parents continuing to support their child’s education, although well down on pre-pandemic figures.  There was an increase of 39.4% in expenditure in the areas of Salaries and Allowances due to staff illness – mainly testing positive for COVID which has necessitated the need to employ more Casual Relief Teachers and Administrative staff than in previous years.  Utilities have increased returning to pre-pandemic spending.  There has been a decrease in Property Services of 42.9% due to the College’s current major capital works project, which has required only reactive spending for the year.  The increase in Support Services comes as the College continues to support the mental health of its students by complementing the Chaplaincy program with school funded psychologists.  This significant increase is also due the College's continued commitment to improving student learning outcomes by engaging Literacy and Numeracy Coaches, who will also strengthen teacher capacity to embed high quality pedagogy in literacy and numeracy across the school.  To grow its International Students Program, there was occasion to travel to Vietnam in 2022 to recruit enrolments as evidenced in Travel and Subsistence.  The SRP credit component was operating with a managed deficit due to additional funding provided for several initiatives addressing FISO 2.0 and the Annual Implementation Plan priorities relating to improved student learning outcomes and student wellbeing with significant Equity funding used to support these major areas.  Funding for these targeted initiatives comes to the College in its quarterly Cash Grant which must be repaid to DoE.  Due to significant increases in the construction industry, the College’s major works project was subject to value management: this required School Council to support the VSBA on several aspects of the building project with substantial funding reserved specifically to co-contribute where necessary as indicated in the Financial Commitments summary.  It is expected that this commitment will be realised within the next 18 months.  With consistent strategic planning in both recurrent school expenditure and staffing, the College has been able to decrease its notional operating deficit at the end of 2022 by 72.8%.  All financial processes were performed, and record-keeping maintained in accordance with the Department of Education (DoE) requirements, and regularly reviewed by School Council. |
| **For more detailed information regarding our school please visit our website at** [**https://www.rosehillsc.vic.edu.au/**](https://www.rosehillsc.vic.edu.au/) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1121 students were enrolled at this school in 2022, 521 female and 600 male.

31 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 79.0% |
| State average (secondary schools): | 68.7% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 56.2% |
| State average (secondary schools): | 52.0% |

LEARNING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 90.5% |
| Similar Schools average: | 78.3% |
| State average: | 76.3% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 83.7% |
| Similar Schools average: | 70.2% |
| State average: | 67.4% |

LEARNING (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 59.0% | 63.4% |
| Similar Schools average: | 57.0% | 57.8% |
| State average: | 54.6% | 55.3% |

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| **Reading**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 57.4% | 50.9% |
| Similar Schools average: | 46.8% | 45.1% |
| State average: | 47.2% | 46.0% |

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| **Numeracy**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 54.6% | 59.0% |
| Similar Schools average: | 54.1% | 56.3% |
| State average: | 52.5% | 54.8% |

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| **Numeracy**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 55.5% | 49.1% |
| Similar Schools average: | 41.4% | 42.9% |
| State average: | 44.7% | 45.6% |

LEARNING (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

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| **Victorian Certificate of Education** | Latest year (2022) | 4-year average |
| School mean study score | 28.7 | 29.1 |
| Similar Schools average: | 27.6 | 27.6 |
| State average: | 28.9 | 28.9 |

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| Students in 2022 who satisfactorily completed their VCE: | 99% |
| Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence: | 11% |
| VET units of competence satisfactorily completed in 2022: | 64% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: | 86% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 44.2% | 49.4% |
| Similar Schools average: | 43.0% | 49.4% |
| State average: | 48.1% | 52.5% |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 46.8% | 51.1% |
| Similar Schools average: | 43.8% | 51.5% |
| State average: | 48.6% | 54.0% |

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

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| **Student Absence**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School average number of absence days: | 25.8 | 18.9 |
| Similar Schools average: | 28.6 | 21.4 |
| State average: | 27.7 | 21.8 |

**Attendance Rate (latest year)**

Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 88% | 86% | 85% | 86% | 87% | 92% |

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2022) | 4-year average |
| School percent of students retained: | 80.6% | 79.0% |
| Similar Schools average: | 79.2% | 78.5% |
| State average: | 73.1% | 73.0% |

ENGAGEMENT (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2021) | 4-year average |
| School percent of students to further studies or full-time employment: | 98.9% | 97.5% |
| Similar Schools average: | 88.4% | 88.6% |
| State average: | 90.0% | 89.3% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $11,622,339 |
| Government Provided DET Grants | $1,240,247 |
| Government Grants Commonwealth | $10,015 |
| Government Grants State | $0 |
| Revenue Other | $63,553 |
| Locally Raised Funds | $773,184 |
| Capital Grants | $0 |
| Total Operating Revenue | **$13,709,338** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $257,972 |
| Equity (Catch Up) | $37,696 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$295,668** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $11,626,562 |
| Adjustments | $0 |
| Books & Publications | $20,456 |
| Camps/Excursions/Activities | $304,151 |
| Communication Costs | $13,274 |
| Consumables | $272,565 |
| Miscellaneous Expense 3 | $544,386 |
| Professional Development | $38,371 |
| Equipment/Maintenance/Hire | $72,511 |
| Property Services | $190,925 |
| Salaries & Allowances 4 | $300,631 |
| Support Services | $413,705 |
| Trading & Fundraising | $15,068 |
| Motor Vehicle Expenses | $3,597 |
| Travel & Subsistence | $6,022 |
| Utilities | $110,479 |
| Total Operating Expenditure | **$13,932,704** |
| Net Operating Surplus/-Deficit | **($223,365)** |
| Asset Acquisitions | **$7,427** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $4,103,010 |
| Official Account | $33,239 |
| Other Accounts | $62,196 |
| Total Funds Available | **$4,198,446** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $357,335 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $91,525 |
| School Based Programs | $1,406,543 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $20,479 |
| Asset/Equipment Replacement < 12 months | $334,480 |
| Capital - Buildings/Grounds < 12 months | $500,000 |
| Maintenance - Buildings/Grounds < 12 months | $1,000,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $488,084 |
| Total Financial Commitments | **$4,198,446** |

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*